What Is Measurable?

ANNA GILLINGHAM

A TRANSCONTINENTAL train glides across the plains over which once oxcarts crawled and pioneers trudged. Insulated in a bit of air-conditioned coolness, I gaze contentedly upon fields sweltering in August heat. Even in the tranquillity of travel one's mind must think. Mine turns to the article which must soon be ready. What is measurable?

Every inch of this road has been staked off as with a yardstick, and the land surveyed far beyond human vision. The rails are cut to the inch and set with exact calculation for expansion. Back there in a city office in some ledger there stands a record of counted and measured railroad ties. Telegraph poles move past me in regular spacing. Windows fit with air-tight precision because panes and frames were measured to a tiny fraction of an inch.

The motion is smooth and rhythmic and exactly timed to arrival schedule, station by station. Experience has shown the amount of coal, the rate of combustion, the pressure of steam, the strength of pipes—all, all is measured. I marvel and, gazing idly at the telegraph wires, amuse myself by imagining messages passing over those wires in broken currents, to be recorded on instruments as dots and dashes, and then translated into symbols of emotional content.

Translated? Interpreted? By what? By whom? Who does all this measuring? Is there nothing on this bit of civilization hurtling through space which is master of all this measuring and so above it, and so immeasurable, imponderable, infinite?

Far ahead in a dirty little room at the front of the engine there sits a man. His hands are ever on the control. His eyes ever scan the track ahead, noting all the measured and timed signals devised for his use. Parts of this man have been tested as carefully as the steam pressure. His acuity of eye and ear has been ascertained. His pulse has been counted, his blood pressure recorded. Yet there is a vast difference between the testing of this man and that of his engine. Many an unscrupulous criminal would pass the tests as satisfactorily as he.

It is well for my safety that the engineer's heart should be sound. Yet it is not his pulse or blood pressure upon which I rest my hope when I entrust my life to his keeping, but upon a quite immeasurable something else. I hope that his past conduct has given to competent investigators some indication that he possesses this immeasurable trustworthiness of mind and character. Similar bits of imponderable potentiality were in the men who invented all these manifold devices and placed them under the control of this train crew.

This train, with its mechanical perfection and its human guidance, is just a bit of life. On the background of my idle musings my thought becomes focused upon the familiar schoolrooms to which this hastening train brings me ever nearer. Among a group of children, what is it that is measurable?

Perhaps the first distinction needed is that between *measuring* and *testing*. We can lift a child bodily upon scales and measure his exact weight in pounds and ounces. Similarly we can weigh the food which is to increase this weight. Again we can stand him against a measuring rod and find his height in feet and inches. Those facts are as exact as the mileage of this road or the tonnage of coal. Then we can show him pictures or letters ranged at specified distances and thus ascertain how far he can see. Similarly we can measure the distance at which he can hear sounds of known intensity. We can collect such facts as these for all the members of a class and feel the same sort of certainty in our find-

ings as the engineers felt when they calculated the strength of yonder bridge.

After that we can administer an "intelligence test" and discover how the majority of the group can or cannot apply such knowledge as they may acquire so as to be successful in various lines of school work. Next we can test their knowledge. But notice here. We cannot lay their intelligence or their knowledge along a ruler or lift it upon scales. We *test* these things. That is, we set certain tasks and count the number of correct responses and call the result a test. No longer are we measuring a thing itself. We are attempting to discover how it behaves under certain conditions of our devising. We wax enthusiastic. We praise and condemn youngsters—and their teachers—on the basis of our results. Yet there are always lurking doubts in our minds. Just what is knowledge? Is that knowledge which shows itself one day, is lost the next, reappears the third? Is that knowledge which can be called forth by the personality of one teacher, but shrinks back affrighted from that of another?

Past question, educational tests are useful, practical expedients. If a boy pretty regularly fails in the performance of three-fourths of the long division examples attempted, it seems obvious that somewhere, somehow he must receive further instruction in long division. Similar practical application can be made of test results in all fields of factual material.

Beyond Knowledge

But do they show us the potentialities of the members of our class? It does not follow that a child who has much knowledge will know how to combine his hard-learned facts. Still more startling is it to discover that he can apply his information accurately in certain situations but not in others. We discover that intellectual activity is not like a structure composed of building blocks and cannot be measured like the strength of a bridge by compounding its forces. Building stones are fastened together by cements of measurable strength. Intellectual factors are strengthened or weakened by myriads of quite unpredictable, immeasurable emotional factors—love, fear, hatred, self-confidence, self-distrust.

One cannot even say that a child hates arithmetic because he fears failure. There may be one topic, as, for instance, addition of fractions, to which he was skilfully introduced and with which he always associates success. One cannot bank on his habitual love of poetry. He may have a profound aversion to Shakespeare, incomprehensible to himself, because some great personal tragedy occurred while his father was reading *Hamlet* aloud. Honest in other respects, he may repeatedly cheat in one subject, because it was associated in his early life with fear and wild panic.

The Personal Equation

The mystery and power of personality are greater than all the contrivances it can create. It is the infinite in each of us, and this infinite cannot be measured even by the infinite in another personality. Its future behavior can be estimated with some reliability from its past. If the man in that engine ahead has shown himself dependable for many years, it is probable that my life will be safe in his hands to the end of the journey. It is useful that all separate factors, such as eyesight, muscular strength, and mechanical knowledge, should have been tested. Yet I do not believe that his integrated personality can be tested other than by inference.

It is well that our children's knowledge should be tested and supplemented and that their emotional attitudes should be trained to the greatest possible integrity. The resulting permutations lie in the laps of the gods. To extend the measurement idea to personality is to attempt to harness the infinite.

I ask myself why there should be any need for an article with this title, why any controversy about school tests. There are hosts of educators giving all their time to this work. Others, less interested, smile indulgently upon their enthusiasm. Still others, and these are joined by many parents, express considerable antagonism to subjecting children to "educational measurements."

What Do Tests Reveal?

It is my opinion that this disagreement derives its origin from a confusion regarding the applicability of the tests. Nobody—child, parent, or teacher—objects to definite tests of acquired knowledge. Diagnostic tests in arithmetic reveal which processes may be regarded as sufficiently mastered and which demand further drill. Diagnostic spelling tests often reveal significant types of errors.

Diagnostic reading tests often demonstrate whether difficulty in study is due to specific reading disabilities which call for specific training methods. Factual tests in all subjects are a check on knowledge acquired. "Power tests" occasionally afford some slight hint as to ability to apply factual tools to new situations. No one objects to such investigations.

Teachers, parents, and children themselves not infrequently do protest when, upon the premises of test data, predictions are made of future progress, and practical action taken which closes doors to future opportunities. In large school systems temporary, at times final, action based upon such insecure data often seems inevitable, and the action itself tends to produce and so to demonstrate the validity of the prognosis. It may be quite safely asserted that those pupils in the lowest quarter in a wide educational survey will as a group never go to college, or to high school, or get jobs above day laborers. The education of this group is not unwisely directed according to this prognosis, and usually ten years later investigation overwhelmingly proves its reliability.

Exceptions That Prove the Rule

YET out of the several hundred in this lowest quarter there was a statistically negligible number with higher potentialities which were never recognized. Susan was a child who steadily failed in all arithmetic tests and lessons through the seventh grade. She was graduated from one of the Eastern colleges of highest standard with honors in mathematics and statistics. Esther could not learn history. All her lower grade tests showed complete inability to grasp historical facts in sequence. Her mother said that her inability to remember names amounted to aphasia. Several teachers diagnosed hers as a case of reading disability, others as low intelligence. (She could read stories for pleasure and her I.Q. was well above 100.) At last a teacher chanced to discover that she had made up her mind to hate history and had picked out as objects of future hatred all teachers in the high school years before her who taught the subject. This teacher took the matter up squarely with the girl, convincing her, among other things, not only of the possibility but of the duty of overcoming this negative set. Together they undertook the task of associating pleasant experiences with history. The girl was somewhat outstanding throughout high school for her excellence in this subject, which steadily held its place as her favorite. Of course not every child who is falling behind in school work will respond so gratifyingly. But there are very many cases in which the results will be sufficiently encouraging to justify the attempt.

Test results record what pupils are able to set down on paper on a given day. If there is not present some disturbing factor, such as headache, home worries, or examination panic, they afford index to knowledge on that day. Only intimate acquaintance with innumerable personal influences from infancy could reveal future potentialities.

Not only do educational testers often call down condemnation upon themselves by their cramping predictions, but they attempt what has for ages been recognized as impossible—the demonstration of a negative. Even in so simple a situation as looking for a handkerchief in a bureau drawer this is difficult. Finding the handkerchief proves it was there; failure to find it does not prove it was not there.

Much more is this true when one deals with the infinite complications of the human personality. A very young child may give unmistakable evidence of some special talent. Others who later manifest ability equally distinguished may successfully resist all early efforts to reveal this gift. An extremely sensitive child, moved almost to the point of tears by music and poetry, learned to conceal this sensitiveness by brusque antagonism to all artistic beauty. This attitude was intensified by his parents' assertions that he hated everything imaginative. Everything possible was done to give him exact science.

The Sum—and Its Parts

EXPERIENCE bears out a wise saying of Mrs. Maude Ballington Booth many years ago: "Saving cannot be turned out by machinery. It must be done by hand."

We may measure all the physical phenomena—everything to do with this train except the inner lives of its crew. We may profitably test all that our children do, so that we may learn where to apply the next instruction. Never, however, dare we forget that an integrated personality is something far different from, and far more than, the sum of all its parts. It is an entity of its own, created by the interplay of all its parts upon each other. Though our wisdom mount until it enable us to test all the parts, we shall never be wise enough to predict that interplay.

Early Differences and What They Mean

Every baby follows his own rhythm of growth; parents need to know how they can best help him to make the most of it.

MARY SHATTUCK FISHER

THAT all children are born different, with different potentialities and developmental cadences, is surely one of the most obvious of facts. Nevertheless, the full implications of that fact are not yet understood, much less acted upon. One reason for this unfortunate state of affairs is the concept of an ideal average or "normal" individual, whose physical, mental, and emotional characteristics are set up as standards, from which deviation is a sign of something wrong or at least suspicious.

It is easy to study the rate of growth of a thousand children, for example, and to conclude, after due mathematical manipulation of the data, that such and such is the normal rate of growth. The figure thus obtained looks impressive, but is unfortunately devoid of any but the most limited significance. It is useful to anyone who wishes to know how fast a thousand babies are likely to grow. To the person, however, whose interests are directed toward his own houseful of children it is useless, and may even be dangerous—dangerous because the certain fact is that a rate of growth which is normal for one child may be abnormal for another. To phrase it differently, two children may be growing at different rates of speed, and yet each may be following with perfect efficiency the laws of his own organic make-up. The same principle applies, of course, to all of the criteria used in judging a child as average, below average, or superior.

The important question is not, "Is this child developing more or less rapidly than the average American baby?"

The question should be, "Given his own peculiar and individual make-up, is he developing in accordance with the laws of his own nature?"

In the present state of knowledge, the second question is the harder to answer. Indeed, it is probably harder to ask. When the baby is born, the parents are delighted to know that he is normal, for then it seems to be enough that the infant is not handicapped. Later, the great good fortune of being "all right" is not enough; the parents want their child to be different from the rest, and different in a way which meets their own standards of superiority. The harm to the child which may result is incalculable.

On the other hand, it is true that in the world as it goes such expressions as superior, average, and below average have crude meanings of their own. Some people are more competent than others. Parents have consequently no light obligation to learn where a particular child stands in ability, if for no other reason than to avoid asking too much of him, or too little. It is unfair to insist that a child of average intelligence should bring home from school the same kind of marks as his more gifted brother or sister, or that a boy endowed with little motor talent excel in sports. Such insistence cannot develop the child beyond his own capacity, and is almost certain to create emotional strains which will handicap him in competition with those on his own level.

Any experienced observer is aware of the dramatic differences in the ways that new-born infants behave. These differences become more apparent as the child grows older and more active. Some babies obviously develop more rapidly than others. In some cases the acceleration seems to be general; in others, it can better be described as a greater facility in one special direction than in others. For example, one two-year-old may display greater motor skill with little or no language development, while another uses language with comparative fluency but has little motor competence for his age. A third may surpass the others in both respects.

The significance of such developmental facts is not yet fully understood. How much is due to qualitative constitutional differences in potential capacity, and how much to the presence or absence of opportunity is not known. It seems safe to say,

however, that there must be some essential continuity in the growth process. Unless interfered with, the characteristics of growth which a child shows in his early months will to a large extent continue to be characteristic of his later development. In other words, the three children mentioned above may be expected to continue to present much the same pattern as they grow older.

If such is the case—that there is essential continuity in the growth process—are there any facts known which can help parents to be more intelligent about understanding and guiding the development of their infants? Is it possible, for example, to train a baby in such a way as to speed up his development? Is it possible to give him special opportunities early in life which will enable him to outstrip other children who started out as his equals? Is it possible to help him overcome early retardation?

To these questions there are at present no clear and positive answers, for the data do not exist which would justify them. Such evidence as has been accumulated, however, seems to suggest that in each case the tentative answer is "no"—with certain qualifications.

Sequences of Growth

In the first months the best rough measure of a child's capacity is motor development, because it is fairly easy to observe, and proceeds in an orderly and well known sequence. The age at which any given child can walk alone, for example, will vary normally anywhere from twelve to eighteen months; but the sequence of developments which precede this accomplishment is similar in different children. Such studies as have been made do not seem to indicate that these wide differences can be attributed to early training. Instead, the evidence constistently points toward the conclusion that training is useful only within the limits set by the child's physical growth and his native tendencies.

He cannot be taught to creep, that is, until he has matured to the point where he is ready for creeping. Once he is ready he can learn to creep over obstacles, or up stairs, and he may develop more skill than another baby who doesn't get the chance to try out and perfect his newly acquired means of locomotion. But apparently two babies, both just ready to creep, and both given the same opportunity to do so, are unlikely to develop the same degree of skill. An element of native capacity seems to be a factor in the situation, and what any baby gains from training will in all likelihood be relative to this native capacity.

The same holds true for all of the stages of motor development which precede walking. Babies seem to exercise their muscles and indulge in physical experiment on their own account and under their own steam, though in varying degrees; and interest, rather than urging by admiring relatives, seems to be the important factor in native motor talent.

Most mothers with more than one child have been impressed by the marked differences, for instance, in their offspring's ability to stay covered or to get uncovered. The first baby may stay put contentedly, while the next may begin rolling off the bath table before he is three months old. Does this mean that the first baby is the more intelligent? Not necessarily. The more active three-month-old infant will almost certainly sit alone, creep, stand, and walk sooner than the less active child; but that does not mean that he will necessarily talk sooner, or measure higher in intelligence tests at the age of four or six. Certain studies, none of them complete enough to be particularly satisfactory, indicate that very superior children tend to walk sooner and talk sooner than the average child. It has also been indicated, somewhat more certainly, that children who are mentally retarded are likely to be backward in their motor development, and are almost certain to be slower in getting control of language.

Interpreting Behavior

These generalizations, it should be borne in mind, have been arrived at by statistical methods, and do not apply inevitably to every case. Perfectly normal babies differ greatly in the ages at which they reach certain stages of motor development. No one factor by itself is of exclusive significance, and it takes a highly trained and experienced individual to diagnose the implications of accelerated or retarded development. It is no wiser to allow hopes or fears about a child's capacity to be aroused by relatives and neighbors than it is to allow them to prescribe his diet. If a baby walks and talks sooner than any other child who has come under the limited and probably somewhat prejudiced observation of his parents, they are by no means justified in concluding that he is a genius. If

he is slow in developing, they are equally unjustified in jumping to the opposite conclusion, and should seek competent advice.

No amount of urging or training by the parents can increase the native capacity of a child. But his parents can help or hinder him in the process of achieving the greatest development of which he is capable. An infant who walks and talks within the normal time must have the necessary intelligence. But he must have more: he must also have health, encouragement, and a feeling of achievement in his early efforts. Encouragement or training, when an infant shows a particular interest or readiness, can be a real help to him. The earlier he perfects a skill which he shows a readiness to develop, the freer he will be to give his efforts to other things.

Of children who are definitely outside the average range, either above or below, one thing can be said. Their capacity for development almost certainly cannot be changed. There is some limit beyond which a child cannot go; but this is a limit of which he may fall short. Whether or not children make the most of their potentialities, whatever these are, depends upon a complicated set of circumstances, among the most important of which are the intelligence, sympathy, and tact of their parents. Vital in this connection is the parents' emotional acceptance of their child's uniqueness, whatever it may be, with a determination to do their best to encourage him to achieve what lies within his power.

Unusual children do not necessarily have gifted parents; but they always need them.

The Unusual Child in the Everyday Home

The training of the different child does not demand of the parents a different point of view, but requires rather a deeper understanding of familiar principles and more subtlety in putting them into practice.

ANNA W. M. WOLF

PASSIONATE concern for the individual and his capacities is above all else the unique offering of the family to the personality development of its members. To the child who is average, to the child who is gifted, to the child who is handicapped, to the child who is just intangibly different in temperament and feeling toward the world he lives in, this attitude should be equally unswerving. The quest remains the same. How may this particular child best be helped to develop skills and attitudes likely to be satisfying to himself and acceptable to society? This question must remain fundamental in the mind of parents through whatever vicissitudes and channels the handling of their particular problem may lead them.

To be different is by no means to be abnormal, and observant parents have long known that each of their children, being different, requires individual understanding and guidance. Nevertheless it is common experience that in the midst of a number of relatively "easy" children there is often one who baffles the parents more than the others and who, just as they are feeling that they have got the hang of this matter of child rearing, appears to be cut in a different pattern altogether, frustrating the principles and procedures which have worked tolerably well up to this time. This situation, common as it is, is too likely to fill parents with a feeling of dismay and defeat in the face of this very job of parenthood, at which they may have humbly believed themselves to be as good as their neighbors. The result, therefore, is that they attempt to disguise their problems, not only to the world, but also to themselves. In so doing they inevitably try to force their round peg into the square hole which had suited the other children so admirably.

In a certain family two of the children went through high school and prepared for college without much effort and with real satisfaction to themselves. But the third child, a girl of fifteen, rebelled against what seemed to her the essentially boresome routines of academic pursuit and had the utmost difficulty in

attending to her lessons and in securing passing grades. She had a strong bent toward dancing, dramatics, costume designing, and artistic expression of various kinds. The school, however, had advised her parents that, since by psychological tests she measured just as high in mental capacity as her older brother and sister, she was quite capable of standing well in her studies and graduating.

It had never occurred to her parents that any of their three clever children should have less than a college education. That one of them showed signs of failing to be graduated even from high school was nothing short of shocking. In sympathy with their daughter's artistic interests, they had, nevertheless, a firm notion that a "well rounded" education should come first and that at this juncture she should subordinate everything else to the task of attending to her studies.

Round Pegs and Square Holes

Such a problem cannot be settled by any rule of thumb. Perhaps another school which successfully integrates creative with academic pursuits could enlist the real interest of such a girl in her studies. It may be that even in a school of more limited activities she could be helped through her lessons by special tutoring, while finding outlets for her artistic interests through outside channels.

If one of these alternatives can be accomplished, well and good. But it may be that the drive toward the one set of activities is so strong, the resistance to the other so great, that it is at least worth considering whether such children are not better off working hard at some specialty of their own choice, even if their academic education is reduced to the minimum.

The important thing here is that children of strong special interests should not be frustrated or seriously curtailed for any length of time in the activities which may mean the breath of life to them. Moreover, the discipline of work, the assuming of responsibilities, and the character development which these things imply are not likely to result unless the tasks are more or less voluntarily shouldered and have meaning and value in the child's own scheme of things.

There are dangers, however, in the education of the gifted child or the child with special interests. One of these is that parents have not been objective enough to evaluate correctly a child's gifts or desires. Many children show passing interest in special pursuits—music, science, art—for which they are destined to lose this first fine enthusiasm, often after their parents (who may have ardently desired a child of this type) have invested much in hopes and money. Often such children have been allowed to regard themselves as "special" and come to feel that they are entitled to all manner of privileges, when in reality their talent is no more than possessed by a myriad of others. It is hard for both parents and children in such cases to meet the realities when they are finally forced home to them.

Safeguards Against Disillusion

One young man, who harbored such delusions of greatness, refused ever to touch the piano again when he at last realized that he would never become a truly great performer. With a different attitude toward himself, he might have been what is possibly even more valuable to society, an appreciative lover of music, pursuing it for his own and his friends' enjoyment. Worse than this, he never could give up his attitude of being a darling of the gods, a belief which, when separated from the discipline of hard work, plays havoc with the fiber of human character.

It requires skill and insight for parents to steer a course which, without burning bridges, gives scope to the needs of a child with special aptitudes. Less difficult is the task of actually estimating the degree of a child's capacities, since this is facilitated, if parents are willing to make use of them, by the professional advice of experts and by certain psychological tests, which can to some extent offer a basis for prognosis in the matter of both general intellectual capacity and special talents. Sometimes, too, the parent must actually back the child to the limit, pick up courage to burn those same bridges, which he has for many years been preserving, and take the risk. Not everybody can be "well rounded." Forceful and creative personalities are often of the highly special variety.

Whatever the difficulties presented in the development and training of children of special aptitudes, parents, in their heart of hearts, are apt to be proud of such children, and they therefore face such problems with equanimity and even a certain enthusiasm. This is less true of their attitude toward the child who falls below the family standard. Here the emotional situation is almost sure to be harder because again the parents' pride is involved, but this time adversely.

Irritation and resentment, or (seemingly) at the

opposite extreme, overprotection and indulgence of such children prevent either parent or child from a realistic stock-taking of the actual extent and nature of the problem. Instead we often see a stubborn determination that this child *shall* be what we wish him to be. He *must* make the fourth grade at nine years old. Therefore every afternoon the mother sits over the child at his homework with tension and anxiety working havoc, not only with the child's ability to learn, but also with his fundamental self-esteem and with his sense of security in his relationship to his parents. Or, conversely, parents may refuse to acknowledge the facts despite the evidence and they may perpetually find fault with the school, refusing to acknowledge that the difficulty lies within the child.

Weighing Individual Differences

WHETHER any "defect" is real, minor or great, special or general, the outcome is doomed to go from bad to worse unless the parents are mature enough and loving enough to be able to accept their children for what they are, in the place of the dream child which they may still be attempting to find. The first and easier step is diagnosis. What is the actual extent of a child's incapacities? Are they fundamental or can the picture be radically altered by training or a change in the emotional ordering of his life? Is he actually below average, or merely below standards set by other members of the family who may be exceptionally gifted? How far is one justified in expecting him to progress in various activities? Thoroughgoing answers to these questions must be based on the examination of a trained psychologist.

The second step is treatment, and fundamental in all treatment procedures is the parents' attitude. Often an alteration of the parental state of mind can so change the picture that we are forced to consider the case one of a problem parent rather than of a problem child. It would be helpful, for example, if parents could cheerfully accept the fact that their boy will never make an athlete and that it does not matter, since his other assets enable him to get along quite comfortably. Or, in another instance, they might realize that his absorption in study and rejection of Boy Scout activities does not, in his particular case, mean that he is "unwholesome" or doomed to failure in his future social contacts.

In both cases their changed attitudes mean a cessation of nagging and a relaxation in the pressure of standards which are alien to the child. The result is a peace of mind for the whole family which works incalculable good to all. But, while this fundamental sort of parental wisdom is basic, parents will also want to know what considerations should govern their policies in attempting to bring a child up to par in those skills really necessary for his future success and happiness. What are the most mentally hygienic conditions in which to tackle these differences in the different child, once we have decided that improvement can and should be made?

The time-honored method, that until recently has been used almost exclusively in most schools and frequently taken over by the home, is competition. Put the laggard in a group of average children, under the direction of a taskmaster with "lots of pep." Institute systematic drill and a system of rewards and penalties; compare him continually with other children his age. Sometimes this does the trick. The child learns, or appears to learn.

Whether what he learns under these circumstances is of permanent value to him is a separate question.

Pitfalls of Competition

SUCCESS is most likely when the defect is apparent rather than real. But a significant group of children, whether so-called average or different, do not respond. Both parents and teachers need greater sensitiveness to the limitations of this method, more resourcefulness in turning elsewhere, when they observe that it is failing. Where a defect is based on an actual constitutional difference, the subjection of a child to competition in a group of children of average endowment is likely to be wholly discouraging and, in addition, may bring various emotional complications in its wake. For such children, special instruction (usually with a person other than the parent) or even special schools, where methods other than competitive ones are in use, are much more likely to yield results without damage to mental health.

The problem of special reading defects in otherwise normal children is a case in point and has lately been the subject of considerable scientific investigation. There is now some evidence that a considerable number of school children has difficulty in learning to read and write because of differences in organic structure of the nervous system. Children frequently of high mental endowment appear to themselves and others as dullards, if this condition is not properly

diagnosed. Teaching, through specialized methods by persons who understand their job, in an environment where, at least in this subject, competition with average children is eliminated, is likely to yield excellent results.

Balancing Success and Failure

While not all ineptness in learning has been so carefully analyzed, parents will do well to recognize that competition often works as a discouragement rather than as a spur to effort. Another point to remember is that, when a child appears inept in some one respect, he may make very satisfactory progress at a somewhat later age than is normally expected. A physically timid child of seven or eight, who fears bumps, is unlikely to learn to ride a bicycle if thrown into a group of young rowdy contemporaries who will easily outclass him in "nerve," arousing anxieties which both inhibit the performance and damage his status with the group. Rather let him, if possible, find happiness a year or so longer in activities other than bicycle riding. Then, if it seems wise, let him learn at his own pace under the supervision of someone who runs at his side to prevent falls or holds him until he gains confidence.

More than any other one task, it is incumbent on parents so to regulate the child's régime and their own attitudes that the fundamental principles of mental health are the animating force in whatever course is undertaken. No child should live continuously in situations where he always fails. No child should live continuously in situations where he always succeeds. Whether a child be handicapped or gifted, he needs a wholesome belief in his own worth and, along with it, a wholesome knowledge of wherein lie his weaknesses. Similarly his status with his peers should be carefully considered, and parents should do what they can to bring about association with children who will not consistently regard the unusual child either as a god, or a "dumb bunny," or a sissy. This is, of course, no easy task, especially as parents, craving children of a "superior type" as companions for their own, are likely to disparage others with whom their own children, who may be merely average, will feel much more at ease.

These considerations, of course, raise the problem of the special school for children who are different enough from the rank and file to render highly problematic the usual education which our schools offer. The answer must be based on careful consideration of the individual case. If the resources of the home and the community, and the wisdom of the parents are all favorable, leaving a child in a normal environment is undoubtedly to be preferred. But parents must have the courage to recognize when the problem is such that it cannot be handled at home.

Fortunately, the fear that most special schools are psychopathic institutions, in which children become more and more eccentric under the influence of other abnormal children, is yielding to wider knowledge and more intelligent practices within the schools themselves. There are now many such schools of wide variety and scope, in which a year or so often does much to restore a maladjusted child to normal equilibrium. Those few children, who are so markedly subnormal that they can never hope to find a place in the community where they can function with others on a more or less equal footing, are almost always better off permanently in institutions specially designed for their needs. Such a step is to be taken both for the sake of the child's own happiness and for the wholesome development of other members of the family. Hard as this decision may be to make, it is one which parents may occasionally have to face, and they should do so without shame or self-reproach.

Each for All, and All for Each

Second only in importance to the attitude of the parent is the attitude of the family, and especially of brothers and sisters, toward the member who is different. Yet the parents' position remains strategic, for if they set the pace, the younger members are in most cases likely to follow and in the long run to adopt as their own whatever attitudes their elders indicate. Certainly, if the parents' attitude is compounded of exasperated irritation, the other children are apt to sense it, no matter how skilfully their elders may fancy it is concealed. According to their several natures, brothers and sisters may then exploit their own imagined superiority for their private ends, or, on the other hand, become the exaggerated champion of the unusual child. Neither reaction is productive of good for either one, tending, as it were, both to exaggerate the problems of the different child and to jeopardize the wholesome development of the others. One of the pitfalls in the whole handling of a different child in the family group lies in the readiness with which he may be made use of for the discharge of neurotic behavior on the part of the other children. And one of the chief con-

cerns of the parents must center on how they can effectively focus the attitudes of each member of the family on the realities of the situation, and enlist their cooperation toward constructive ends.

In a family in which the second child was seriously handicapped from infantile paralysis, the parents had, with the help of physicians, faced the situation with intelligence and fortitude. To keep alive a robust spirit in a child with a definite and permanent physical defect is no easy accomplishment, yet it is the essence of the task in all such cases. While giving the sick child the utmost in physical care and whatever help in daily living seemed really indispensable, the parents, with all their might, were endeavoring to foster an attitude of self-help, to hold the child to the social and ethical standards of normal children, and to avoid making him into a privileged invalid.

Suddenly they became aware that they were being seriously opposed in their endeavor by the boy's older sister. This child continually appeared on the scene to fetch and carry for him, on occasions when he could well have waited on himself. She also took his part belligerently, condoning in him certain shortcomings with which the parents were trying more intelligently to deal and stimulating in him feelings of self-pity. This behavior, on the part of their daughter, at first deceived the parents. They regarded it as arising from quickened sympathies on the part of the child for a brother less fortunate than herself. Neighbors and relatives praised her and gave her much attention on this score. Finally, however, the parents came to suspect that her attitude toward her brother was at bottom motivated largely by a desire to punish and oppose her parents—that back of this desire was a life-long jealousy of her younger brother, who, especially since his illness, had more and more usurped the exclusive attention of the parents, and seemed to her to have diverted their love away from herself. Once awake to this view of the matter, the whole center of gravity of the problem shifted, now focusing definitely on the relationship between the parents and their *well* child, calling for different angles of understanding, and necessitating the building of a new and more satisfying sympathy all round.

The parents' relationship to each of their children must rest upon a sound basis of individual understanding and affection. If this is firmly established it is no longer difficult for the parent to make clear to their children, as they mature, the problems and plans they may have in rendering special help to whichever one of them may require it. For children who feel secure in the affection of their parents and in their own sense of worth can, with some degree of certainty, be counted upon to lend an understanding ear and a helping hand to whatever plans and attitudes for one another their parents' wisdom and affection may dictate.

Education for the Individual Child

Home and school must work together to provide every child with educational opportunities that have meaning and purpose for him, in relation to his own needs and capacities.

FRANK J. O'BRIEN

"ALL the world is queer but thee and me and sometimes I suspect thee is a little queer," although said in jest, has also a serious aspect, especially to those who are responsible for the training of children.

Have we, as parents or teachers, answered satisfactorily the question, "Who is the different child?" The correct answer is important to those whose responsibility it is to train children and guide them through their formative years and help prepare them for adult life. Is it the child who develops rapidly physically or mentally and finds playmates of his own age a bore and his classroom studies lacking the elements of interest or challenge? Or do we

consider that child different who develops slowly mentally or physically, and is unable to do his school work satisfactorily in the time that is adequate for most of the others in his class? Is the different child the one who prefers to play rather than study, or is it the child who spends his free time absorbing knowledge from library books while his companions are playing baseball or football? Do we mean that the different child is abnormal, or do we consider his personality traits and behavior, although varying from that of many other children, to be within the limits of the average or normal child? In other words, what are our standards by which we judge a child as being different, and do we approve or disapprove of such behavior or personality characteristics?

No Two Alike

To answer these questions we must have a clearer understanding of child life and child development than that obtained by analyzing our own lives, or from conclusions based upon the limited experiences within our own family or social set.

The child is a complex but integrated being that is growing and changing. He possesses forces or drives inherent in both his physical and mental make-up. Observation, as well as scientific investigation, reveals that these capacities do not exist in the same intensity or combination in any two individuals. Furthermore, the environmental influences vary, not only for children living in different homes, but also for brothers and sisters living in the same home. For these reasons, it follows that not only children but grown-ups as well are all different—and fortunately so. What a colorless lot we humans would be and what a dull life we would be forced to live if we were not!

The difficulty has been that in the past we were prone to take ourselves or our own imperfect evaluations of what is best and desirable in childhood as standards, and on this basis to consider those individuals as different whose personalities deviated according to this measuring rod. Though we are coming to realize that such judgments are unsound, we must not forget that there are individuals whose mental attitudes and behavior vary so markedly from the average that they are unequipped to adjust satisfactorily to the demands of their environment and, therefore, become misfits personally and socially. This type of child, however, does not constitute a large percentage numerically of the rank and file of children who are the real concern of teachers and parents.

It follows then that it is each child's birthright to be trained both at home and in school in terms of his special abilities and limitations. This basic need implies important obligations for both parents and educators. First of all, the type of man or woman the child will ultimately become is conditioned to a very great extent, not only by his heredity, but also by the manner in which he is guided or trained in his early years, especially the first six or seven.

Those responsible for a child's training must remember that he is not only an individual but a social creature as well. His individualistic tendencies, as expressed in his strong basic drives or instincts, must be "harnessed" or harmonized by his intellect and will, so that he may become a desirable person socially as well as individually.

During the child's early years, his intellect is just starting to develop and his store of knowledge is therefore limited. The recognition of this fact is particularly important because the child lives, to a large extent, with mature adults and in a home environment that is fashioned—and to a great degree necessarily so—by adults. For this reason, his social adjustments are dependent more upon the healthy development of his emotions than upon his ability to understand and reason.

The Unpredictable Adult World

It is also necessary to remember that not only the child is constantly changing. With increasing age and added responsibilities, parents, too, are constantly changing; frequently their evaluation of the child's behavior depends more upon their mood than upon the actual needs of the child. As a result of this and other complexities—such as the birth of a brother or sister, economic depression, and the like—the child's home environment is almost always in a state of flux. Consequently, the young child is expected to solve the difficult problem of conforming to the high standards of social conduct formulated for him by adults, who are too frequently unaware of the difficulties inherent in the child's life.

Is it any wonder then that the child, with his immature intellectual, emotional, and social growth, makes mistakes? The child is having, at least, as much trouble trying to learn how to "fit in" to his

environment as are the parents and teachers who are trying to help him. Consequently, much of the behavior that adults frequently consider "bad" is but a natural mistake made by the child in his efforts to get along in his environment.

If the child is to be happy and successful, he must feel secure in his social surroundings, limited as they may be. His emotional satisfactions, gained through his associations with his mother, father, brothers, and sisters, will largely determine the degree to which he is able to develop a sense of security not only during these important early years, but also later in school and in adult life. Quarreling or favoritism in the home, or any other cause which deprives him of the love experience his nature needs and craves, will injure the child's personality development and increase his sense of inadequacy and insecurity.

Because the human being is an integrated organism, any injury to or lack of development in one aspect of his personality—for example, the intellect, emotions, or the body itself—may affect the total personality. Consequently, the proper education of a child at home and at school must include more than the teaching of subject matter, and must aim at the development of the complete child—physically, morally, emotionally, socially, and spiritually, as well as intellectually.

Education for the Whole Child

KNOWLEDGE and college degrees are not in themselves certain guarantees of happiness and success. The well integrated and happy child, with adequate intelligence, will have relatively little difficulty in acquiring skill and proficiency in his school work if he is given anything near a fair opportunity. A child whose emotions, intellect, and volition have been well harmonized has been prepared really to meet the complexities and challenges of the future.

The goal of teaching today is the development of the complete child, rather than the teaching of school subjects. That the schools of today are translating this educational philosophy into actual school practice is shown by the existence of the many different types of educational opportunities provided to meet the various needs of different children. This demands mutual understanding and cooperation between the school and the home.

It does not follow, for instance, that because a parent has been "a success" as a business man, artist, or artisan his child has the necessary abilities to "follow in his footsteps." Neither does it follow that a child has the necessary capacities to be successful in a vocation chosen by the parents for some reason, no matter how important to them, that has no relationship to the child's interests or capacities.

For many years, educators throughout this country have recognized the necessity of providing educational opportunity to meet the many individual needs of children. Although it is not possible in a brief space to name them all, the large range of courses provided by the Board of Education of the City of New York bears eloquent testimony to the intelligent and progressive leadership of those in charge of our schools. Almost without exception any child in New York, who is capable of learning at all, can receive the type of education that is best suited to his needs.

Meeting Individual Needs

ONE of the outstanding advances in education today is in junior high schools. Their very existence means that the child, who happens not to possess the degree of abstract intelligence necessary to complete the work of the academic high school, is no longer denied an opportunity to prepare for a vocation for which he does possess ability. Here the child with motor-manual ability, who is better able to do work that requires the use of the hands than he is to master abstract work only, is given equal educational opportunity with the child whose capacities permit him to explore higher mathematics, ancient Greek, or philosophy.

The continuation and industrial high schools are other examples of the educational opportunities provided for children in the City of New York who require preparation for the arts or trades. This September a new high school was opened that will offer courses in the arts, music, and craft work exclusively. When a boy or girl completes training in this type of school, he is equipped with at least the fundamental techniques of the work he is to follow, so that when he goes out into an actual job he is a greater asset to his employer. Such a child has gained a considerable advantage over his companion who lacks this special type of education.

These courses have been planned and developed with the view of preparing these students for employment that can actually be found in the metropolitan area; they are not "busy" courses or courses that provide a training for which there is no demand in the

(*Continued on page 61*)

Emotional and Social Adjustment

Although no universal pattern of healthy personality development can be charted, we must learn where to give guidance—and where to keep hands off—in helping each child achieve poise and maturity.

ELIZABETH H. DEXTER

WHAT is normal? Parents often ask this question; and the answer, if attempted at all, is usually couched in such general terms that it appears to be no answer at all. Parents' desire for a definition is natural enough, for they would feel more secure in the up-bringing of their children had they a definite target at which to aim—a prescription they could zealously strive to help their children fill.

Yet a satisfactory answer is probably impossible. The personality of each individual is uniquely his own. Variation in human behavior outweighs similarities. Every understanding teacher sees forty distinct personalities in her forty pupils, and parents often express surprise that their children, brought up in an identical environment, differ so greatly from each other.

In a child guidance clinic where the personality of individual children is carefully studied, the degree of variation is even more clearly observed. The fact of manifold differences in personality is difficult to accept, because the course of development then appears to be left to the mercy of an uncharted sea with only vague guides by which to determine whether the uniqueness we recognize is healthy or unhealthy.

Yet there is a normal course of personality development as there also is of physical and intellectual development. We know more about the child's development in these other fields and therefore are on firmer ground in meeting problems arising there. For instance, we have norms for healthy physical development and it is not difficult to detect deviations. We recognize the cold, or the rash, or the temperature as symptoms calling for immediate attention, and medical science can usually diagnose with an exactness that clearly indicates treatment. Furthermore, physical growth from infancy to maturity is, under normal circumstances, an automatic process.

"A biological urge to completeness" carries the child through the various stages of physical development. In the field of intellectual development we also have standards that are more or less reliable. We know the usual age at which the child begins to perceive objects and to form words and sentences. His school progress is usually an indication of his development, and, if we wish, we can measure his intelligence by psychological tests which give a fairly reliable index to his ability.

In the field of personality, however, we cannot measure development with much assurance. We can hope the child's emotional development is keeping pace with his physical and intellectual development. But how can we be sure? For one child a temper tantrum may be an unhealthy symptom, while for another it may be decidedly healthy. Not only are the evidences of growth less obvious in this field, but gains may not be permanent. Once we attain physical and intellectual maturity, we are not in danger of its slipping away. Yet the emotional development of a child or adult fluctuates not only from day to day, but from hour to hour. We may start forth in the morning well adjusted adults and an hour later, if we miss a trolley or get a wrong telephone number, our maturity may disappear in a flash and we find ourselves resorting to childish behavior.

However, although emotional development is subject to setbacks and reversals, the limits of emotional development can be indefinitely expanded. Limits are not so set as in physical and intellectual development. We are obliged to make the best of our physical appearance and accept whatever limitations heredity has imposed on our intellectual capacity. But, throughout life, every experience, whether of pleasure or pain, affords the individual an opportunity for further enrichment of the personality.

The infant is born into the world utterly helpless. Everything is done for him. With no effort on his part he receives the love and attention of those about him. His existence is entirely self-centered. This is a highly desirable state of affairs and if prolonged he will resist relinquishing it. Possibly he may never entirely relinquish the feeling that, by rights, he is entitled throughout life to these early satisfactions, and unconsciously a search for these infantile joys may be the motivation of his behavior. His quest must fail and he can gain from it only a sense of the futility of life.

Fostering Self-Respect

If he is to enjoy life on a happier, more mature level, he must be stimulated, first, to love others as well as himself, and second, to achieve satisfaction, not only from his love-relationships, but from the respect he has for his own accomplishments. In other words, his love of self must gradually be extended to those about him, and the satisfaction of having things done for him must be replaced by the greater satisfaction of managing for himself. Only so can he be freed from crippling feelings of inferiority and able to put his energy into socially useful activities.

For this emotional development to take place, he must feel that both parents love him equally well and as much as they love his brothers and sisters. But this love must not be given in a way that interferes with his developing the ability gradually to take over the management of his own life. Parents' love for the young child sometimes results in an over-solicitude for his physical well-being that overlooks the value of stimulating him to find joy in steadily enlarging his capacity for self-management. For instance, if the child is finicky about his food, the mother may be so eager for him to have proper nourishment that she yields to his insistence upon her feeding him. Thus he enjoys the satisfaction of her full attention and an awareness of her love, but he is cut off from the discovery of the greater satisfaction that comes from his ability to assume responsibility for himself. Self-respect is an essential element in a healthy personality. It must be encouraged and fostered in the growing child by granting him self-responsibility as early as possible.

If the child feels secure in his relationship to his parents and to his brothers and sisters, he will have a minimum of difficulty in adjusting to the outside world. For the most part, he will take his place among his classmates without resentment of those who surpass him or without superiority toward those he outstrips; he will accept authority without undue submission or rebellion; and he will have feelings of friendliness toward those about him because his own self-respect allows him to feel comfortable in the common run of situations.

Growing Pains

He cannot be expected to maintain a constant state of serenity in all relationships. Occasional outbursts of jealousy and resentment, evidences of feelings of inferiority, and spells of rebellious behavior are natural and normal. Only when he gains a real feeling of security will such feelings cease to be apparent; and then he will have reached emotional maturity.

Sometimes, parents create problems in their children because they are unable to grant their children the right to live their own lives. Unconsciously they hope the child will realize their own unfulfilled ambitions and through him they wish to relive their own lives. That they have a natural but selfish stake in the child's welfare is frequently obvious in, for instance, their reactions to report cards. In some households, a poor report card is a family disaster. The parents' pride is wounded.

They may admonish the child and humiliate him with such taunts as "Aren't you ashamed of yourself?" and "If you aren't careful Mary will catch up with you and then how will you feel?"

Confusing the Issue

The child may feel his parents' love for him goes up and down with his fluctuating marks. When a child brings home a poor report card, his parents may be sure his self-respect is at a low ebb. It is well to treat the situation calmly and tell him the family is sorry, because they know he feels badly and for his sake they hope he will have better success next month. To hold out rewards or punishments is to offer a poor motive. Success, if he is capable of attaining it, should be sought because his own self-respect demands it, and not because it is a means of winning praise or warding off punishment. Sometimes children are over-graded and it is unfair to expect good work. Or the school situation may arouse conflicting emotions that make better performance impossible. The child who does poorly in arithmetic

may be so gratified by his mother's sympathetic statement that she too always had trouble with this subject, that he unconsciously may value the joy derived from this sense of closeness to her more than the satisfaction of academic success. Ann, in the second grade, was having difficulty in learning to read. Her college-bred parents were alarmed. They took turns each night tutoring her. She had the intellectual ability to read but unconsciously failure brought her more satisfaction than success. Her success would have been taken for granted, whereas failure gave her once more the center of family attention which she had lost upon the advent of her baby brother. It was not until the parents were willing to ignore the reading and showed their love in other ways that she became emotionally free to find satisfaction in her ability to read.

Signals of Distress

OFTEN the child's behavior toward other children indicates that his emotional development has hit a snag. Five-year-old Mary was very unhappy in kindergarten. She quarreled with her playmates the day she entered school and a few days later she startled everyone when, without provocation, she suddenly bit the arm of Jane who was sitting next to her in the kindergarten circle.

When the astonished teacher asked her why she had bitten Jane, Mary who, being still very young, was still very honest, replied, "Because she is so pretty."

Fortunately, the teacher realized that a real reason lay buried in this remark. Instead of attempting to shame the child or to frighten her by sending her to the principal and writing a letter of complaint to her parents, she asked the visiting teacher to call at Mary's home, and if possible, learn what was happening there to provoke such an outburst at school. The visiting teacher found the not unusual situation of a baby sister occupying the family spotlight. Mary was well aware of her parents' preference and explained to the visiting teacher "they like her best because she is so pretty." Obviously, the problem that confronted Mary's teacher and her parents was that of helping her overcome her jealousy.

Punishment would undoubtedly have cured Mary of biting, but it probably also would have strengthened her conviction that she was unloved and her hostility toward adults and playmates would have continued to flourish in a new guise. If the little sister was not to remain a usurper, the parents must convey to Mary the real existence of their love. They could not do this over night, of course, but they were gradually able to make Mary feel that she counted as much in her own way as the baby did in hers. They ceased making a fuss over the younger child in Mary's presence. The mother encouraged Mary to take pride in the baby by allowing Mary to help with the baby's care. At school, the teacher made a special effort to show interest in Mary. She did not indulge her, but for a time gave her more than her share of attention in order that she might feel sufficiently secure with her teacher not to feel so keenly the contending claims of her classmates. Fortunately, the teacher was as much interested in helping Mary to make her social adjustment as she was in training her superior mind. The visiting teacher kept in touch with Mary and her parents for nearly two years because setbacks naturally occurred. Five years later, the Child Guidance Department, in a follow-up on children earlier known to the visiting teachers, learned that Mary not only had made superior school progress, as had been anticipated, but that she was on excellent terms with her teachers and classmates and appeared to be a happy, spontaneous, interested member of her group. That she had succeeded in making her social adjustment is of the utmost importance, for so long as she harbored feelings that sprang predominantly from jealousy and resentment, she would be unable to live harmoniously either with herself or those about her, and would probably be unable to make the maximum use of her fine intelligence.

The Achievement of Happiness

CHILDHOOD is usually not the golden age we choose to think it. Growth is very rapid during these years, physically, intellectually, and emotionally, and the child is constantly called upon to make new and important adjustments. It is well to remember that the normally adjusted child is burdened with a greater sense of anxiety than the normally adjusted adult. That this anxiety should express itself in restlessness, impatience, irritability, and sometimes hostility is natural; and, unless such behavior becomes exaggerated, parents need not regard it with alarm.

Perhaps the best child guidance advice has been given by the bachelor who tells his married friends, "Love your children, set them a good example, and leave them alone."

Parents' Questions and Discussion

These discussions, selected because of their interest in connection with the topic of this issue, are presented for the use of individuals and of study groups.

STUDY GROUP DEPARTMENT

CÉCILE PILPEL, *Director*—JOSETTE FRANK, *Editor*

I have begun to be concerned about my two-year-old daughter's speech. All the books say that by two a child should be combining two or three words in a sentence. She can say "No" very distinctly and does often; but outside of that she uses only six other distinct words. The family doctor is not alarmed. In fact, he is pleased that her physical condition is finally satisfactory, for she had serious food idiosyncracies as an infant and was sickly until six months ago. She is the only child and grandchild, too, unfortunately, and I'm afraid gets more than her share of attention. Should I be worried about her speech?

There are always good reasons why a child of two does not talk; and the special reasons in her case must, of course, first be ascertained before we can proceed to do anything about it. Your letter offers several conjectures, but the most reassuring statement is that your family physician feels no alarm. If his examinations have shown no evidence of organic disturbance, such as partial deafness, or anomalies of the tongue, and no indication of mental retardation, due to previous diseases or organic defects involving the brain, you may rest assured that she will speak in due time. If you do not feel certain that such an examination has been detailed enough, you can ask your physician to recommend a neurologist who has specialized in work with children.

Let us presume, however, that she is physically and mentally sound. What then is holding her speech back? The fact that she has been a sickly child until six months ago, coupled with her being an only child and an only grandchild, permits one to suspect that she may never have found it necessary to make her wants known vocally. All her needs may have been anticipated. She may have been in a position somewhat like that of the little three-year-old boy, brought to the doctor by his nurse, a colored mammy, because he spoke very little. She had diagnosed the situation correctly when she explained, "Dis hyeh chile jes so rich he don *hab* to talk."

Now that her health is sound again, it might be wise to work toward a development of independence in all the activities possible for a two-year-old. A certain amount of time spent away from home and solicitous elders, as, for instance, at a nursery school, might well help toward that self-reliance which soon requires speech to make it effective.

Mathematics and the science subjects have always proved painfully difficult for one child whose work in the arts shows rare talent. He is now eleven, and still hopelessly at sea with any mathematical problem. In order to graduate into high school he will have to bring his work in mathematics up to a passing grade. Would it be better to give up all thought of high school, eliminate the difficult subjects, and concentrate on the arts?

Whatever policy is pursued in regard to the child's school curriculum, it is of basic importance to see that the continuance of earnest work in connection with his artistic pursuits is not seriously hampered. He should have plenty of scope for satisfaction in the fields where he excels. Nevertheless, we would not, if we could, protect our children from the difficult tasks of life.

If the task happens to be mathematics, parents will do well to take council with the school as to how the child may best be helped to fulfill the minimum requirements without plunging him into failure and despair. Sometimes another teacher or a tutor with a particularly sympathetic and under-

standing personality can do worlds to ameliorate what at first seems to be an intellectual defect. A teacher skilful enough to relate mathematics to the child's spontaneous interests is the one most likely to succeed.

Sometimes too, falling back a grade in this one subject, while continuing to advance as rapidly as possible in all others, will relieve the stress and strain and enable the child to proceed at his own pace. Much will depend on the wisdom and flexibility of the school. But whatever the school's attitude the parents will need to give this child their support where he is weak and their full recognition where he is strong, to bear with him and to offer encouragement in his efforts rather than to allow day-to-day failures to fill him with a hopeless sense of defeat.

A twelve-year-old girl, who is conspicuously large for her age, is at loggerheads with the world. She insists that her teacher "picks on" her; the boys in her class tease her openly, and she is sure the girls laugh at her behind her back. Most of all, she resents having, despite her size, to dress and comport herself on a twelve-year-old level.

Life will bring few heartaches more bitter at the moment than those which a "big little girl" is almost sure to suffer. The overgrown boy may even the score by his masculine pride in sheer physical superiority, but for a girl there is no such compensation. Hers is not a difficulty which can be disguised. But if her parents—particularly her mother—realize that she *has* a problem and set about facing it *with* her, she may be helped to find life more comfortable.

Assuming that this is not a condition so extreme that it requires glandular therapy, but is one merely of accelerated growth, the problem must be approached from the angle of social adjustment. One factor in such a child's own development often comes to his aid. It frequently, though not always, happens that early physical maturing is an accompaniment of accelerated mental development. If this is the case, here is surely justification for "skipping" a grade. In an older group, where her size would be at least a little less noticeable, and where the work might seem to her less babyish, such a girl would be much more likely to feel at home; she would certainly to be less conspicuous and perhaps, therefore, less "picked on."

If her mental capacity does not warrant advancement, the situation, of course, becomes much more difficult. Most teachers, on a friendly suggestion from the mother, will be ready to ease the strain so far as they can—to count on the "big girl" as a special helper in the doing of small, but interesting, special tasks. Teacher and parents can, perhaps, discover some activity in which her "grown-up-ness" will be an asset rather than a liability. One such girl came to find her size at least bearable through excelling as a basketball center; another was particularly proud of the becoming and well fitted dresses which she made for herself, under the sewing teacher's guidance.

In spite of chronology, there seems little justification for making a girl dress like a child, when she is already as big as she is ever going to be. Especially today when the line between "junior" and "misses" styles is not so sharply drawn, the maxim for such girls and their mothers should be not "dress your age," but "dress your size," within the bounds of simplicity and good taste.

Beyond any external devices which her parents can discover to ease the rub, such a girl needs their help in achieving some measure of inner poise. They can help her see that this is a problem which—to reverse the usual phrase—will outgrow her. It is acute, but it is passing; and her friends will soon come within hailing distance again. But, above all, she needs the sympathetic nearness of adults among whom she may feel that she "belongs." To balance the scales between expecting enough, but not too much of a child, between accepting his maturing and recognizing the child he still is—this is always a parental need; but never more so than here.

The parents of a thirteen-year-old girl who is inclined to be shy and diffident feel that she would profit by membership in a dancing class. Since the family budget is limited, they cannot afford to send both their daughters, and, although the other would greatly enjoy going, her parents are convinced that she has a variety of happy social contacts through the high school she attends. Can the parents give one of their daughters an opportunity of which she stands in special need, without seeming to play favorites?

"To each according to his needs" is perhaps the basic principle of family life. If it has imperceptibly guided parents in all their dealings with the children, it need not be difficult for them, when the time comes, to apply it in a clear cut and

obvious case. It may be natural enough for the one child to show a flare-up of indignation upon realizing that considerable money is to be spent on her sister for something which she herself may wish. But parents who are clear headed can help her to see the problem in the terms by which they themselves view it. They can offer to the children some vision of family life, whereby each learns to comprehend the problems of the other members and to lend a helping hand, whether such help involves expenditure of money, time, sympathy, or any other form of special consideration. Last year there was Mother's operation. Nobody grudged the money for that, although the family had to economize for months afterward. Everyone helped build the little house and the runway for Billy's rabbits, though they were his pets. Next year—who knows?

If parents themselves are free from the false attitude which regards money as a "good" in itself, to be equally distributed, rather than as a tool to be used discriminatingly as each member of the family may need it, they will not falter. They will bend their efforts toward fostering in each child, as he matures, an understanding of the problems of the others. If this spirit exists, cooperation in specific plans is almost certainly assured.

Suggestions for Study: The Child Who Is Different

TOPICAL OUTLINE

1. ORIGIN OF DIFFERENCES
   - Heredity: physical variations
     - mental endowments
     - personality trends
   - Environmental setting: special problems of the only child; the oldest, youngest, or "in between" child
   - Effect of training upon individual differences
2. TYPES OF DIFFERENCE
   - General mental superiority: the child with a high I.Q.
   - General mental defect: the subnormal child
   - Special gifts, talents or abilities, as music, art, dramatic ability, and so on
   - Special intellectual disability, as in reading or mathematics
   - Personality differences, as exceptional aggressiveness, submission, anxiety
   - Physical variation, as the overdeveloped child, the generally frail child; defects in sight, hearing, motor coordination, and so on
3. PROBLEMS ARISING OUT OF DIFFERENCE
   - Adjustment of the individual within the group
     - Rounding of personality
     - Development of talents
     - Development of wholesome attitude toward "difference" on the part of child, parent, teacher
4. GOALS OF TRAINING
   - To achieve optimum physical development
   - To help the child to the achievement of integration of personality
   - To achieve freedom to develop to fullest capacity his inherent abilities

PROBLEMS FOR DISCUSSION

1. A pair of identical twins was entered in a first grade. The principal advised putting them into different sections, but their mother feared they would be unhappy if separated. What would be your preference and why, if you were (1) the parent, (2) the teacher?

2. A boy of ten is intelligent, amiable, and sufficiently interested in music and reading to keep himself happily occupied. He is well liked by his classmates, but has no contact with them outside of school. When he is sent out to play, he takes a quiet walk by himself. He seems happy, but his parents are concerned over his lack of social adjustment. How would you feel about this? What would you do?

3. In a family of three children, two are sturdy, whereas the third is afflicted with a congenital heart condition which necessitates special care. How can an adjustment be maintained, in which the sickly child will be unspoiled and the healthy ones cooperative, without being either sentimental or resentful and callous?

4. A school principal is undecided whether to accept a pupil with a definite speech defect into a class of normal children. What are the arguments, from the point of view of (1) the new pupil and his parents, (2) the other children, (3) the school?

REFERENCE READING

ADJUSTING THE SCHOOL TO THE CHILD
By Carleton Washburne. *World Book Co.* *189 pp.* *1932*

THE FIRST TWO YEARS: A Study of 25 Babies
By Mary M. Shirley. *University of Minnesota Press.* *1933*
Volume II—Intellectual Development, 513 pp.
Volume III—Personality Manifestations, 228 pp.

A MANUAL OF INDIVIDUAL MENTAL TESTS AND TESTING
By Augusta F. Bronner, William Healy, Gladys M. Lowe, and Myra E. Shimberg. *Little, Brown and Co.* *287 pp.* *1927*

MENTAL HYGIENE OF THE SCHOOL CHILD
By Percival M. Symonds. *The Macmillan Co.* *321 pp.* *1934*

OUR CHILDREN: A HANDBOOK FOR PARENTS
Ed. by Dorothy Canfield Fisher and Sidonie M. Gruenberg.
The Viking Press. *348 pp.* *1932*

INDIVIDUAL DIFFERENCES (pamphlet)
By Jeanette Regensburg, Ruth Brickner, and Benjamin C. Gruenberg. *Child Study Association.* *1931*

Book Reviews

How the Mind Works. By Cyril Burt, Ernest Jones, Emanuel Miller, and William Moodie. D. Appleton-Century. 1934.

This book may well attract attention because of its imposing list of authors, and because it is made up of a series of radio talks, of a quality which may possibly be familiar to the British radio audience, but is certainly rare in this country. Ernest Jones is President of the International Psycho-analytic Association; Emanuel Miller is Honorary Medical Director of the East London Child Guidance Clinic; William Moodie is Medical Director of the London Child Guidance Clinic; and Cyril Burt is Professor of Psychology at the University of London.

The chapters by Professors Jones and Miller are perhaps the most valuable part of the book, constituting probably one of the most successful "popular" explanations of psychoanalytic theory that has so far been made. Their presentations are simple, reasonably palatable to the uninitiated, and yet unquestionably authentic. The authors have been remarkably successful in expressing these concepts in a manner which minimizes their "shocking" or startling character.

Professor Burt's contributions fall into two distinct classes. The book opens with his two papers on the conscious mind, "Studying the Minds of Others" and "Studying One's Own Mind." These are simple and popular in tone, quite adequate, but by no means as unique as the Jones-Miller-Moodie lectures. Of a very different caliber are his later lectures on social psychology which comprise the final section of the book. They are so much less popular in tone, that they seem likely to prove too difficult for the readers to whom the rest of the book is addressed. They are, however, of very real interest to the more advanced student. These lectures deal at some length with psychology in relation to the sexes, to national affairs and politics, to leisure, art, and religion; the last two papers are especially fine. The inclusion of these six lectures in the same book with the simpler introductory discussions of psychoanalysis which precede them seems, however, somewhat questionable. Their helpfulness to the beginner would appear doubtful, while the articles themselves merit a more critical audience than they are likely to get in this place. In spite of this break in continuity the book is a real contribution, both for its own merits as a published work, and as a testament to popular education via the radio. H. G. S.

Mental Hygiene and Education. By Mandel Sherman. Longmans, Green and Co., 295 pp. 1934

A wise teacher once said, "If you want to teach John Latin, you must know not only Latin, but John." Dr. Sherman's book is a means to that end. Gathering his material from the concepts of modern psychology, psychiatry, and psychoanalysis, he analyzes the mechanisms of personality and focuses the emphasis on the school child. In simple, direct, and unsensational language, the author enables the teacher to discover the pupil as a personality, to learn the probable origin of his behavior, and, therefore, largely by implication, to find ways of guiding and redirecting his tendencies into useful channels.

Although intended as a guide to teachers, its treatment and scope should make this book equally useful for parents, social workers, and all others whose work is with children, or whose interest is in the development and shaping of personality. It is of value as an aid, not only in knowing the child, but also in the understanding of oneself.

The mechanisms of conflict, compensation, phantasy, and defense are ably discussed, to give a clear picture of the personality actuated by these mechanisms. Deeply neurotic and pathological conditions are only incidentally described. The purpose of the book—to aid teachers to discover the emotional and personality problems of their pupils and to institute treatment—is adhered to throughout. As an elementary textbook—perhaps one might almost say a primer of the mental hygiene of the school child—this book is a real contribution to the field.

M. M. M.

New Horizons for the Child. By Stanwood Cobb. The Avalon Press. 212 pp., 1934.

Coming from the founder and long-time President of the Progressive Education Association, this book

(*Continued on page 62*)

In the Magazines

Cooperation in Family Relations. By Paul Popenoe. Journal of Home Economics, October, 1934.

Statistics show that the happiest marriages are those in which there is a "democratic partnership" rather than the domination of either husband or wife. This is most successfully worked out by division of labor "in each of the principal areas at which the interest and activities of the two partners overlap."

The Critical Second Year. By Dr. L. Jean Bogert. Delineator, October, 1934.

A detailed account of the foods which a child should eat during his second year

Developing Reading Interests Through Hobbies. By Estelle S. Bilger. Reading and the School Library, October, 1934.

An account of the Hobby Week at the Cossitt School, LaGrange, Illinois, where the children exhibit their hobbies in the school library for a week each year. The school widens the child's reading interests through his hobbies, and often sends him to public libraries and museums after he has exhausted the school library. Several interesting hobbies of ten- and twelve-year-olds are described.

The First Years of School Life. Understanding the Child, June, 1934.

This issue contains articles by Martha H. Chandler on "Understanding the Child in the Nursery School," Lilian L. Stevens on "Everyday Problems in the Kindergarten," and a case study of a six-year-old boy who was unhappy at school because of unwarranted parental demands on him.

The Forgotten Public and the Motion Picture Code. By Catheryne Cooke Gilman. National Parent-Teacher Magazine, September, 1934.

A detailed account of the ways in which the motion picture industrial code ties the hands of the exhibitors by block and blind booking, and by forcing him to "balance" his program so that good pictures must frequently be shown with undesirable short subjects. Local motion picture councils and committees cannot combat this; the National Congress of Parents and Teachers advocates the formation of new production companies and distribution agencies in order to "enable the people to have the full benefit of motion pictures in education and recreation."

Guiding the Youth of a Great City. By Harold G. Campbell. Occupations, October, 1934.

An account of the past history and future aims, as well as of current work, in vocational guidance as carried on by the Board of Education in New York public schools.

Help Wanted. By Marion M. Miller. Delineator, October, 1934.

This article consists of answers to various letters which mothers have written to the editor about problems of discipline, eating, social development, and sex.

Send Your Child to Nursery School. By Esther Angell. National Parent-Teacher Magazine, September, 1934.

The author discusses the advantages of organized play groups in small communities where professionally managed nursery schools are not available. The equipment and objectives of such play groups are described.

Sex and Marriage in the Nineties. By Henry Seidel Canby. Harpers, September, 1934.

Sex experiences in the nineties were repressed, and young men sought such experiences only with girls of the working class. The result was great freedom of association between boys and girls at the cost of emotional infantilism and staleness in social intercourse in middle age.

Sharing Poetry with Our Children. By Helen Van Pelt Wilson. The Parents' Magazine, October, 1934.

An account of how the author has taught her five-year-old daughter to love poetry. Samples of poetry are given, as well as the reasons why this mother considers a love of poetry important.

Should a Boy Have a Gun? By Bob Nichols and Mr. and Mrs. Robert E. Simon. The Parents' Magazine, October, 1934.

Mr. Nichols takes the affirmative of this question, "but with certain restrictions," and Mr. and Mrs. Simon say, "No, but with certain exceptions." Both sides agree that under no circumstances should a boy have a gun without being carefully trained in its use by an expert. Widely differing aspects of the case are discussed by each side.

News and Notes

Radio for Children—A Symposium

A SYMPOSIUM on Radio for Children will be held at a luncheon given under the auspices of the Child Study Association at Hotel Waldorf-Astoria on November 19 at one o'clock. The unprecedented concern over this question, on the part of parents and others interested in children, has made it a problem of national importance which is enlisting the active cooperation of leaders in many fields. The symposium program, announced in detail in the Calendar, will include authoritative discussions on many of the most pressing issues involved. The purpose of the meeting goes further, however, than the evaluation of the present situation. It will give parents, educators, and broadcasters their first opportunity to come together to formulate practicable and constructive suggestions for the immediate future. At the conclusion of the symposium the chairman will call upon the participants and upon the audience, so that those present may put their recommendations on record.

New Entertainments for Children

Entertainments for children—of a kind that will both interest the children themselves and meet their parents' standard as to what they ought to see—have been a long-felt need. Although programs, some of them of high quality, have in past years been offered from time to time, this season an unprecedented number of well organized projects, sponsored by outstanding leaders among educators, musicians, and parents, have announced programs which should go far toward making the problem of where to go easier to solve, for those within the metropolitan area. CHILD STUDY will be glad to receive announcements of similar projects in other communities.

Points of special significance to parents, in the announcements of these programs noted briefly below, are the wide age range and the variety of interests which they give promise of covering. For young children one series offers informal programs, largely of music, in which the children will themselves participate. Another presents "variety programs" of unusually high caliber, particularly suited to the school age child. Others, which concentrate on the theatre and the encouragement of taste in theatrical art, and upon the opera and ballet, make a special appeal to the somewhat older child.

Under the auspices of the Durlach School and the National Music League, Inc., a Sunday afternoon series for children will be given at the Junior League Club House, 221 East 71st Street, beginning November 18. The opening program is Humperdinck's opera, "Hansel and Gretel"; it will be followed successively by Margaret Carson Hubbard, presenting a film of African adventures; a string ensemble under the direction of Russell Ames Cook; the Jitney Players in a play for children; Guy Maier, the pianist, in "Musical Journeys"; and an American Folk Festival. These programs begin at 2:30. The series of six is $5.

Carnegie Hall, in cooperation with the United Parents Associations of New York City, is presenting two series of Saturday morning programs for children and young people and "for those who have not forgotten how to stay young." Beginning with October 27, the programs on successive Saturday mornings at 11 a.m. are as follows: Sigmund Spaeth, the Tune Detective; Donald MacMillan, famed Arctic explorer; an indoor circus; the Indian Princess, Te Ata, in a presentation of dances, legends, and songs of the American Indians; Raymond L. Ditmars, Curator of the Bronx Zoo, with his picture on "Wild Animals I Have Known"; David Guion, interpreting cowboy songs; Frank Speaight in a Dickens program; Humperdinck's opera, "Hansel and Gretel"; and the Neighborhood Playhouse Revue. Prices range from 25c to $1.65.

The Theatre of Young America opened its season on October 1 at 8 Columbus Circle, as a permanent theatre expressly for children. The first bill is "The Chinese Nightingale" by Hans Schmiedel and Lasar Galpern, based on the Hans Christian Andersen fairy tale. The settings are by Serge Soudeikine and the masks by Remo Bufano. This program will be followed by four others, all written especially for chil-

dren. Its purpose is "not only to amuse children, but also to give them an opportunity of forming sound standards of judgment as to the arts of the theatre." The Director is Lasar Galpern who has organized similar groups in many European cities. In addition to regular evening performances at 8:30, these programs will be given on Saturdays at 10 a.m. and 3:30, and on Tuesdays and Fridays at 4:30. Seats are from 25c to $1.50.

As part of its program of grand opera at popular prices the Cosmopolitan Opera Association will present Saturday performances of ballet and opera designed for audiences of children. Another feature of its program, of special interest to parents and educators, is a Listeners Course, comprised of six operas and six lectures, one on each opera, by Sigmund Spaeth. This civic, non-profit organization opened its season October 8 at the New York Hippodrome. Single seats range from 50c to $2.00.

Children's Paintings from Many Lands

An International Exhibition of Children's Paintings, under the auspices of the Little Red School House, will be on view beginning November 12 at Rockefeller Center. Mrs. Franklin D. Roosevelt will open the Exhibition, and John Dewey will give a short address. Mrs. Samuel A. Lewisohn is Chairman of the Exhibition Committee.

This is the first attempt to bring to American parents, teachers, and children the spontaneous art work of children from six to twelve years of age and from forty countries. It includes examples of both art work done in progressive schools, and of spontaneous drawings by untrained children from Bali, Arabia, Central and South America, and Greenland. The sponsors and the Little Red School House hope to demonstrate the various techniques of teaching employed in progressive and native schools in many lands. It will be interesting to see whether the art conventions which have existed for thousands of years in certain countries, like Japan and China and among certain cultural groups like those of the American and Mexican Indians, still persist in the work done by the children of today. It will be at least equally interesting to discover whether there are any significant differences in the art work of children in democratic societies, like those of France and England, as compared with that of children living in regimented societies, such as those of the U. S. S. R., Italy, and Germany.

The Exhibition will be open to the public daily except Sunday from November 13 through December 1 from 10 a.m. to 6 p.m., at an admission charge of $.25. The proceeds will go to the scholarship fund of the Little Red School House. At the end of the New York showing the Exhibition will be circulated throughout the United States by the College Art Association.

Group Activities for Exceptional Children

The Federal Office of Education has recently published a pamphlet on *Group Activities for Mentally Retarded Children,* compiled by Elise H. Martens. Dr. Martens believes that the plan so frequently used, of adjusting the school's program to the needs of the exceptional child merely by reducing the amount of academic work, is inadequate. "If the child of limited mentality is to become an adult who lives in his community with some measure of self-reliance and self-respect, then he must be given every opportunity for continuous practice of those qualities during his formative years in school." Dr. Martens believes that these qualities can best be encouraged through group activities in which each child may express some power of initiative, carry some responsibilities in performance, and have some part in judging the merits of the outcome. The pamphlet contains articles by a number of specialists, as well as many helpful suggestions as to work material. As *Federal Office of Education Bulletin,* 1933, No. 7, it may be secured from the Superintendent of Documents, Government Printing Office, Washington, D. C. The price is fifteen cents.

What Parents Should Know About Special Schools

Rudolph S. Fried, Principal of Bailey Hall and President of the Special Schools Association, will address the Leadership Training group of the Child Study Association at Headquarters on Thursday, November 8, at 11 a.m. Mr. Fried will discuss the adjustment of the exceptional child from the point of view of both the home and the school. The problem is one in which the special school can render a great service—but not without the full cooperation and understanding of the parents, who must know not only their children, but themselves. It is important to remember that the unadjusted child is as likely to be the bright, nervous, disobedient child as the slow child. Dr. Fried will discuss both types

of children, and will point out what the special school can do to help them and their parents.

National Parent-Teacher Magazine

With its September issue, the official magazine of the National Congress of Parents and Teachers has changed its name from *Child Welfare* to the *National Parent-Teacher Magazine*. For more than twenty-eight years this periodical has been closely identified with the national parent-teacher movement, and under its new title it will be governed by the same editorial policy. Its new format makes an enlarged and increasingly attractive setting for the authoritative and helpful material for parents and teachers which it will continue to publish.

Radio—As of Today

The National Advisory Council on Radio in Education discussed "The Importance of Radio Broadcasting in a Changing Social Order" at its annual conference in Chicago on October 8 and 9. The mushroom growth of broadcasting as an industry has raised a variety of technical, economic, legal, and social problems, the reasonable solution of which requires consideration on the part of the individuals and agencies interested in the public welfare. As a non-partisan and non-commercial organization, the Council has utilized its strategic position to bring together a group of speakers who could set forth these fundamental problems as they affect the public affairs and the private lives of the nation. The speakers included: Grace Abbott, Bruce Bliven, Harry W. Chase, Lotus D. Coffman, Walter Damrosch, Rufus C. Dawes, John Erskine, Livingston Farrand, John H. Finley, Alfred N. Goldsmith, Robert M. Hutchins, the Honorable Harold L. Ickes, Frederick P. Keppel, Colonel Frank Knox, William F. Ogburn, Walter Dill Scott, and Robert M. Sproul. The function of radio was discussed by the various speakers in relation to academic education, culture in a more general sense, social and economic change.

Radio—WABC—National Network

Money Attitudes in Family Life

Sidonie M. Gruenberg

Tuesday, November 13, 11-11:15 a.m.

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STUDY GROUPS

Headquarters Program — 1934-35

THE CHILD STUDY ASSOCIATION announces six regular study groups and a special training course for leaders.

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Ruth Brickner, M.D., and Mrs. Anna W. M. Wolf
Fridays, at 11 a.m.

Lectures and demonstrations of special interest to prospective mothers and those with young infants—emotional aspects of pregnancy, the family group, biology of heredity, physiology of pregnancy, the new-born infant.

EARLY AND LATER INFANCY
Mrs. Marion M. Miller—Mondays, at 11 a.m.

The child from the first month to the third year—the nature of the child, habits, establishment of routine, the learning process, the child and other people, play.

THE EARLY YEARS OF CHILDHOOD
Mrs. Anna W. M. Wolf—Mondays, at 2:30 p.m.

The little child's growth, emotional development, and learning processes—the foundations of personality, habits, discipline and obedience, sex education, family and social relationships.

THE CHILD FROM SIX TO TWELVE
Mrs. Cécile Pilpel—Wednesdays, at 11 a.m.

Characteristics and needs—personality development, physical growth, social relationships, activities and interests, school, independence and responsibility.

THE ADOLESCENT
Mrs. Marion M. Miller—Tuesdays, at 11 a.m.

The profound changes of this period and their effect on psychological and social development—physical and psychological factors, deviations from normal, family relationships, educational problems.

FAMILY RELATIONSHIPS
Mrs. Sidonie M. Gruenberg—Wednesdays, at 11 a.m.

Everyday problems of childhood, their causes and forces making for their improvement—primary influence of the home, interaction of family members, place of authority in family life, growth of freedom in the family setting.

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For leaders and qualified students. Satisfactory completion of the course will be individually determined and will entitle the student to an official statement to this effect. Application must be made in person to the Director of Study Groups.

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Mental Hygiene for the Handicapped Child

The problem of social adjustment for the physically handicapped child is often as much the parent's problem as the child's, according to Catherine A. Flanigan, who writes in the current issue of *The Sight-Saving Review* on "The Sight-Saving Class as a Mental Hygiene Measure." Her suggestions, quoted in part below, will be equally helpful to parents and teachers of children with other handicaps besides that of impaired vision.

"We cannot hope to adjust the child satisfactorily without the cooperation of his parents. Undesirable parent attitudes may be due to one of several causes. The mother may be over-sympathetic, and thus emphasize the handicap of the child and make him dependent on her sympathy and aid. She often indulges the child by offering him rewards or bribes to work or to obey ordinary health rules that should be habitual. Another common cause of these attitudes on the part of the parents is indifference. In this case they fail to realize the problems of the child, and either force him into an unhappy failure reaction because he is expected to live up to the requirements of the normal child, or permit him to become an introvert through neglect.

"One child, an introvert type, may tend to become more and more of a recluse. Because he is failing in subject matter he tends to work more and more, and sometimes overcomes failure by sheer effort, not realizing that he is narrowing his outlook on life and increasing his difficulty. In the special class an attempt is made to draw such a child out of this recluse attitude. The group is small and, therefore, he can automatically feel his greater importance in it. The extrovert child frequently assumes a superior attitude to cover his inability to succeed. He believes that he is different and is proud of the fact. He has an interesting handicap that others do not possess and which many cannot be expected to understand. In most cases parents are to blame for the acquiring of this complex. When the child and his parents are taught that the teacher understands exactly the limitations of the child, he can then be treated in a manner that will bring about more normal reactions.

"The really gifted child presents the gravest problem. But the teacher can teach him to use all the tools at his command. Perhaps she can give him a real courage and faith in his ability to live up to his gifts through a knowledge and an appreciation of the great ones of the world who were handicapped—Handel, Milton, Beethoven, Helen Keller, Franklin D. Roosevelt, and others. If the teacher can do this, the mental hygiene ideal may be more nearly realized, that 'Happiness comes from doing and exercising one's creative faculties, whatever they may be; and he who finds ample opportunity for fundamental expression needs no one's pity!' "

Helping the Anti-Social Child

Why is it that a surprisingly high percentage of delinquent boys examined at an outstanding child guidance clinic and treated in one of the better juvenile courts of America continued their delinquencies during a five-year period following the completion of treatment?

Dr. Sheldon Glueck, Professor of Criminology at Harvard Law School, has made a study of these "repeaters" among juvenile delinquents. In an address before the Welfare Council of New York last spring, he pointed out that this failure on the part of the clinic and the court should not be laid so much at their door as at that of society. We wait too long before giving children help.

Nearly all these delinquents are the product of social maladjustments—"poverty with its attendant evils of overcrowded, unattractive homes which have an expulsive effect upon the children; unwholesome neighborhood conditions which are the culture medium of anti-social attitudes and practices; inadequate facilities for the wholesome use of leisure, together with vicious forms of commercialized recreation, such as cheap dance-halls and pool-rooms; and ignorant parents who frequently are incapable of the proper rearing of their large families."

Dr. Glueck's researches uncovered a number of significant clues which suggest the points at which the problem should be attacked: "Where the delinquent came from a family in which there was a wholesome and affectionate relation between the parents and the child; where he came from a family in which the disciplinary practices of the parents were sound; *i.e.*, firm and consistent, but not so strict as to call for hatred, fear, or antagonism on the part of the child; where the delinquent was not retarded in school, which usually means where he was not of defective intelligence; where he had not truanted from school or otherwise grossly misbehaved in school; where the boy's tendencies toward delinquency were not deep-rooted, *i.e.*, where he did not become delinquent until he was well along in

age; where there was no mental disease or defect in the parents."

These clues call for definite improvement in existing practices in the school and in the home. Mental hygiene problems of children must be recognized and effectively dealt with, and retarded children furnished a curriculum in which they can find expression without resorting to anti-social practices. There must be more family guidance clinics, where puzzled parents can come for sound advice as to the proper rearing of children. In its wider and deeper aspects, the problems of delinquency can only be permanently solved before they reach the court.

How We May Help Handicapped Children

The term exceptional children includes both the handicapped and gifted, or children who deviate from the average child to such an extent as to require special treatment or training in order to make the most of their possibilities. It includes: the crippled; the blind and the partially seeing; the deaf and the hard of hearing; the defective in speech; children of lowered vitality; the mentally retarded; children with behavior problems (the nervous, the emotionally unstable, and the delinquent); and the gifted.—White House Conference.

Use every opportunity to tell parents about preventive measures.

Many cases of children crippled at birth, such as the club foot and dislocated hip, can be helped —if only they are brought to the physician's attention immediately.

Take care of convalescent children.

Any disease in which fever is present may leave the child in such a condition that rheumatic fever may be the forerunner of heart affections.

Encourage mothers of small children to take them to the Summer Round-Up.

Early discovery of physical defects makes corrective treatment simpler. Older children, too, need careful physical examinations, especially when they are growing rapidly.

Study the child who is "not getting along" at school, instead of blaming him.

Has he had poor preparation in some subject? Do worries at home interfere with his progress?

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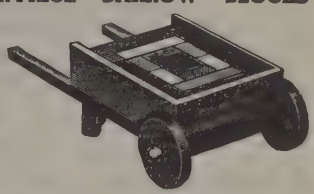

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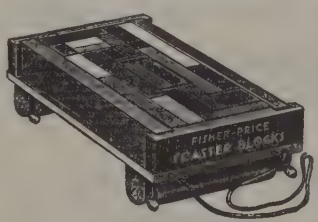

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Be slow to consider children "bad."

Much "badness" is the result of misunderstanding, of impulses running riot instead of being directed. A child who had been sent from home to home because "nobody could do anything with him" was "no problem" at all to the foster mother who understood his needs.

See that committees from your organization follow the progress in your state of legislation relating to the handicapped.

Only by education of more and more people, and their devotion to the cause, can we hope to have children's needs recognized.

In a time like the present, making children's lives as satisfactory as possible from day to day is the best insurance we can write for them against their future.

Is every child happily busy with something worth while? Is the crippled child having opportunities to do as much as he can for himself, thus avoiding the development of self-pity and boredom? Is the mentally advanced child having variety in his play, or is he always hunched over a book, rather than learning to live with people?

Courage and self-confidence are habits built up as other habits are.

Only if we ourselves are courageous and give our children satisfying practice in fortitude can we expect them to develop a sound philosophy of life for such times as these.

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Juvenile Wood Products, Inc., Box 123, Fort Wayne, Ind.

Education for the Individual Child

(*Continued from page 46*)

community. Vocational training, as now offered in the schools of the City of New York, represents a relatively new accomplishment in the field of education.

Special educational opportunity is offered not only to those children who vary in their mental abilities, but also to those who require special consideration because of their physical needs. Special classes are provided for physically handicapped children. These are under the direction of a physician especially trained for the work. The Board of Education also supplies free transportation to and from school to those physically handicapped children who need it. The classroom equipment and teaching methods are particularly designed to meet their problems.

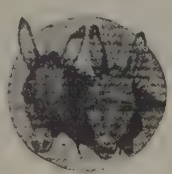
The schools of the City of New York provide special classes for children with defective hearing and for those whose vision cannot be adequately improved by glasses. The teaching materials and methods are selected to meet their particular needs in order that they may obtain their education without suffering any unnecessary injury to their physical and mental health.

Open air classes, where all activities, including rest periods, are carried on in the open air or in well ventilated rooms and where special diet and frequent medical attention are available, are provided for those children who, though not sufficiently ill to require hospital care, are malnourished and need physical building up.

Classes are also provided for those children who are so retarded intellectually that they learn more slowly and have to be taught by special methods. This often requires individual tutoring. These classes have fewer children per teacher, usually not over twenty; special equipment is provided, and the teachers are trained especially for this work.

Many other educational opportunities are offered children by the public schools of the City of New York so that the child who is different, whether he varies within normal limits or is seriously handicapped physically or mentally, may obtain whatever education is within his ability to acquire.

The Bureau of Child Guidance is the latest service provided by the Board of Education for the benefit



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of children, parents, and teachers. This Bureau, through its Educational Department, is endeavoring to bring to the teachers and parents a wider understanding of children's behavior and the mental hygiene principles on which good teaching and home training are based.

The Child Study Division of the Bureau, through social, physical, psychological, and psychiatric studies of individual children, attempts to discover the needs of individual children who, for some reason that is not evident to the school or the home, are not making the desired progress in school or satisfactory social adjustments. The reasons for the child's conduct are studied, and a treatment plan carried out. It is hoped that, when financial conditions warrant, it will be possible to extend this service so that ultimately most children, if not every child, entering school can be given a complete examination to discover their special abilities and needs as early as possible and to provide the best available educational and training programs.

There is also an increasing number of private schools which offer diversified educational opportunities to those children who require them. Through these varied educational opportunities, the different child, who is at all able to learn, whether his educational needs fall within the limits of the average or not, can obtain the training he requires, as determined by his particular interests, abilities, and limitations.

Book Reviews

(*Continued from page 53*)

will be accepted as an authoritative survey of progressive education today. Realizing the inevitable effect on education of the present era which "next to the Elizabethan Age is the greatest period of adventure the world has ever known," the author proceeds to a statement of the present status of the progressive education movement.

The trend of the present time gives impetus to this movement: "Not only education but society as a whole is beginning to call out to the youth of the world, 'Prepare yourselves now, so that when you take the reins of power you will be better builders of civilization than have been your progenitors.' . . . If education means only the compulsion to memorize and mumble, with averted minds, symbols and formulas, is it going to be able to fulfil the imperious need of the time—that of remaking the world? . . . While leading educators are aware of these needs . . . it is of great importance that parents also should concern themselves with the education of their children. It depends upon the culture and insight of the parents what type of education is given in any community."

Mr. Cobb's attitude toward religion in school will also be noted with interest: "The value of religious teaching enters markedly into this matter of the training of character. One generation can live on the ethical momentum inherited from a previous religiously minded generation but, when that momentum is spent, beware!" And again "Children pathetically need the assurance of those definite moral values that are in religion, and the motivation which comes from spiritual earnestness."

In answer to critics of progressive education, Mr. Cobb points out that the schools are in no sense standardized. Perhaps their progressivism is in the attitude of the teachers rather than in any particular activity or method, in their acceptance of the child as equal, "not in attainment or knowledge but as soul to soul." Some of the criticism, as in every cause, is due to misconception. "Education for individuality does not mean neglect of necessary academic training—but in learning the three R's consideration should be given to the child's personality, temperament, and ability." M. R. L.

Watching the Wheels Go Round—Information Books for Children

WE EXPECT children to love their story books, but it is constantly thrilling to see them take to themselves books about the wonders of the real world and the things in it. Not long ago informational books were traditionally dreary affairs, full of too many facts and statistics served up in the pedantic manner. Now that editors of juveniles are beginning to realize that the thirst for knowledge exists long before the child can use the usual reference books, more and more well written and beautifully illustrated informational books are appearing.

Transportation in all its phases—engines, steamships, automobiles, airplanes—seems to have achieved the major part of the attention this fall. *Travel by Air, Land and Sea,* by H. H. Webster, tells about

• You Can Lead a Child To Toys . . . But You Can't Make Him Play With Them!

And that, it seems to us, has been the chief fault with a great number of so-called educational toys. Toys that will definitely amuse children . . . provide the absorbing interest that playthings should evoke . . . and at the same time be educational in the best sense of the word—that's what BLOOMINGDALE'S has made a standard in the toy department.

It's time to think of Christmas. The new things are pouring in daily. They're *so* much fun that it's all we can do to keep our alert sales people from getting right down to a happy romp with a doll or a game or a painting set. We'd like to provide a full listing, but space forbids. Here's a small sampling of the good things that BLOOMINGDALE'S has examined and approved:

YOUNGSTERS' PEG BOARD—whose round pegs are rattles and add sound and color to form.

ROUNDED CORNER TRAINS—that come apart and can be put together again. Brightly colored.

PEG-O-MAP—which teaches the location of the country's main cities in a way that makes learning a lot of fun.

MYSTERY PORTRAITS—a new application of an old idea. Portraits are colored by just following a key.

MAGIC BLACKBOARD—teaches spelling by linking picture and letters by pushing a plunger.

DY DEE BABY DOLL—the sensational new doll that drinks water and demands new diapering.

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various methods of transportation, ancient and modern, in a simple and interesting way. In two picture-story books William Clayton Pryor deals with special kinds of transportation perennially fascinating to young children. *The Steamship Book* tells of three children's experiences on a voyage from New York to Panama. Their explorations down into the engine room and up to the bridge are described in the simple text, and excellent photographs bring everything alive. If a child can't go voyaging, this is the next best thing. *The Fire Engine Book,* by the same author, describes much of the complicated modern system of fire fighting, with photographs of two real children, Martha and Bill, as they go about discovering its inner workings. If a boy's interest is in automobiles, he can find out all he wants to know in *Wide Road Ahead!,* by Henry B. Lent. Here is the story of how automobiles are built, including a visit to a factory, where the progress of a car is traced from the blue-print stage to the fifty-minute assembling of the finished product. *Railway Engines of the World,* by B. Reed, although somewhat technical, will interest older boys. Descriptions of all the famous locomotives of today, including the famous Flying Scotsman and the Union Pacific streamlined engine, are accompanied by many fine photographs.

For the future bridge builder, Henry H. Borman's beautiful book on *Bridges* contains a series of striking photographs that are a delight to the eye. The text, simple and lucid, tells of the progress of bridge building in the United States, from the old-fashioned covered bridge to the exalted sweep of the suspension bridge.

As for skyscrapers, Alfred Morgan gives a short history of tall buildings from the pyramids to the amazing structures of today in *The Story of Skyscrapers.* All the complicated details of erecting a skyscraper are given step by step—foundations, steel work, riveting, derricks, heating systems, water systems, elevators. The latter part of the book has a series of photographs showing the building of the Empire State from the razing of the Waldorf to the finished structure.

Leaving man-made wonders for a moment, there is a new star book, *When the Stars Come Out,* which might well go on the shelf with *The Stars for Sam.* The author, Robert H. Baker, is a professor of astronomy, but he doesn't forget that children aren't astronomers. While a little background of information is needed to appreciate this book, older children who want to pursue the fascinating study of the stars will find it vivid and satisfying. Beginning with a description of the stars as the Chaldean shepherds saw them, Dr. Baker tells of the progress of our knowledge of the heavens up to the present. His readable and cadenced prose is fittingly accompanied by impressive photographs done in blue.

Among the numerous other examples of information presented in interesting and readily understandable language, minus discouragingly technical terms, only a few can be mentioned. *Exploring with the Microscope,* by Raymond F. Yates, though meant primarily for the child with a microscope, will make the adventure of discovering the invisible world fascinating, even to those less specially interested. In *The Amateur Machinist,* A. Frederick Collins gives instructions, with diagrams, on how to use all kinds of tools, from the simple screw-driver to the engine-driven screw-turning lathe. Whether he wants to work in wood or metal, the boy of seven or older will find what he wants to know here. Children past the stage of tearing books apart can get a great deal of entertainment out of putting them together. *Let's Make a Book,* by Harriet H. Shoen, gives simple instructions and diagrams for making scrapbooks, albums, diaries, and so on, and for rebinding old books, together with a chapter on how a real book is made.

MARGARET FARRAR

THE AMATEUR MACHINIST
By A. Frederick Collins. D. Appleton-Century Co. 300 pp. $2.00

BRIDGES
By Henry H. Borman. The Macmillan Co. 79 pp. $2.00

EXPLORING WITH THE MICROSCOPE
By Raymond F. Yates. D. Appleton-Century Co. 182 pp. $2.00

THE FIRE ENGINE BOOK
By William Clayton Pryor. Harcourt, Brace and Co. 120 pp. $1.00

LET'S MAKE A BOOK
By Harriet H. Shoen. The Macmillan Co. 54 pp. $.75

RAILWAY ENGINES OF THE WORLD
By B. Reed. Oxford University Press. 159 pp. $1.75

THE STEAMSHIP BOOK
By William Clayton Pryor. Harcourt, Brace and Co. 120 pp. $1.00

THE STORY OF SKYSCRAPERS
By Alfred Morgan. Farrar and Rinehart. 218 pp. $2.00

TRAVEL BY AIR, LAND, AND SEA
By H. H. Webster. Houghton-Mifflin. 433 pp. $2.00

WHEN THE STARS COME OUT
By Robert H. Baker. The Viking Press. 188 pp. $2.50

WIDE ROAD AHEAD!
By Henry B. Lent. The Macmillan Co. 102 pp. $2.00

The Editors' Page

OUR presentday understanding of the processes involved in the child's emotional development makes us aware of the importance of constructive guidance in all the facets of his growing experience. In the first few years, his total situation is so colored by the parents that we must consider parental attitudes before we can understand the child's symptomatic behavior.

IDEALLY, parents should be emotionally mature individuals, whose personal adjustments to parenthood reflect the acceptance of a richer and more adequate personal fulfillment through the relationship with their children. Immaturity, indicated by a need either to reject or to overindulge the child, interferes with his normal, progressive development.

FOR the child growing up should consist of the gradual development of power to adapt himself to the complex problems of reality as he finds it. To achieve this normal, healthy adaptation, the child must be helped to integrate his instinctual sex and ego urges and his infantile desires; and he cannot make this adaptation without objective, consistent, and balanced guidance by the adults with whom he lives.

THE degree to which any child or adult achieves social and personal maturity represents the use he has made of the sum total of his emotional experience. The constitutional, physical, and intellectual equipment of the child affects his personality adjustment through the emotional significance he gives to them. The value of these factors, in relation to the child's personality development, is relative and not intrinsic, and their importance can only be measured in terms of the nature and degree of his response to them.

Marian E. Kenworthy

CHILD STUDY

A JOURNAL OF PARENT EDUCATION

VOL. XII DECEMBER, 1934 No. 3

FIFTEEN CENTS THE COPY ONE DOLLAR THE YEAR

THE CHILD'S EMOTIONAL DEVELOPMENT

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CHILD STUDY entered as second class matter March 8, 1926, at the Post Office at New York, N. Y., under the Act of March 3, 1879

Copyright 1934 by Child Study Association of America, Inc.

Published by Select Printing Company, Inc., 80 Lafayette Street, New York, N. Y. Eight months, October through May. Fifteen cents per copy, one dollar a year. Add twenty-five cents for all foreign subscriptions.